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ABSTRACT

This British book is designed to help teachers recognize, challenge, and support children who show advanced skills in reading and writing. Individual chapters include: (1) "The Problem," which discusses the failure of schools to identify pupils who are more able users of language and to develop the pupils' potential in primary and secondary schools; (2) "Identifying More Able Language Users," which describes characteristics of advanced children; (3) "What the School Can Do: Preparation, Policy and Parents," which addresses differentiation and extra-curricular provisions for advanced children; (4) "What the School Can Do: A View of Language Learning," which discusses language growth and development in school planning; (5) "How To Challenge and Improve the Reading of More Able Readers," which provides suggestions for challenging and supporting more able readers; (6) "How To Challenge and Improve the Writing of More Able Writers," which discusses the writing process, different types of texts, and developmental stages of writing; and (7) "More Able Language Users Learning from Texts other than Books," which contains examples of other forms of text that will extend the understanding of pupils and allow them to use their skills in related but wider contexts. An appendix includes reading lists. (Contains 44 references.) (CR)

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